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ABSTRACT

This workbook, designed for workplace literacy courses, contains materials for the second part of a course on reading and writing effectively. Introductory materials include objectives, a topical outline, sources, and information on time for the course and continuing education credits. The 16 sessions of the course cover the following topics: abbreviations and acronyms; reading strategy; vowels and spelling problems; categories; comparison and contrast techniques; using indexes; tables, graphs, and charts; and choosing classes from a catalog (team project). The lessons include information sheets and exercises, such as sentence completion, fill-in-the-blanks, and simulations. (KC)

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Reading and Writing II

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Reading and Writing II



**Mercer County Community College
Division of Corporate and Community Programs
1200 Old Trenton Road
Trenton, NJ 08690**

**Elaine S. Weinberg
Director, Workplace Skills**

**Prepared Under a United States Department of Education
National Workplace Literacy Grant**

1994

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READING & WRITING II

COURSE OUTLINE:

Words are all around us. We need to be able to understand the messages they give us and to use these words to communicate to others. This course will help you interpret and use abbreviations, instructions, forms, graphs, charts, tables, indices, and directories.

OBJECTIVES:

Upon completion of this course, students will be able to:

- recognize and use job terms
- interpret abbreviations and acronyms
- categorize information
- list and prioritize criteria for decision making
- use a reading plan to skim, scan, and read workplace material such as detailed instructions, schedules, graphs, tables, charts, and directories
- generate visual representations of information (charts, graphs, tables)
- use an index to find information
- spell with greater confidence and accuracy
- write summaries, paragraphs, and instructions
- research information to solve a problem
- use information to take appropriate action
- plan and carry out a group project

TOPICAL OUTLINE:

- abbreviations and acronyms
- reading strategy
- vowels and spelling problems
- categories
- comparison/contrast techniques
- tables, graphs, charts
- team project

READING & WRITING II

SOURCES:

Echaore-Yoon, Susan. **Reading Skills that Work: Book I.**
Chicago: Contemporary Books, 1991.

OTHER:

- Hours: 32
- CEU: 3.2

READING AND WRITING II ♦ SESSION 1

OBJECTIVES:

At the end of this session, students will be able to do the following:

- understand spoken job instructions
- give clear spoken job instructions
- write clear steps to a task

TOPICS:

- listening for verbs, time words, equipment in instructions
- recording key words

METHODS

- Group discussion
- Group work

EVALUATION:

- pre-class scores
- peer evaluation of instruction exercise
- teacher monitoring group work

At the end of this session, students will make fewer errors in following instructions and be able to communicate clearly these instructions to co-workers.

MATERIALS:

- sample workplace instructions
- pre-class exercises
- icebreaker and team building game

INSTRUCTIONS

Sometimes we get a set of instructions from our managers and it can be hard to sort out exactly what we are expected to do. Keep these 4 elements in mind:

- | | |
|----------------------|----------------------------|
| 1. <i>Commands</i> | 3. <i>Equipment</i> |
| 2. <i>Time words</i> | 4. <i>Warnings / Notes</i> |

To listen look for clear steps, look for **COMMANDS**, action words that tell you what you should DO.

Clean your area, then **throw** away garbage and **pick** up any loose materials.

Next, look for **time words** that tell you the order you should DO the things in:

Then, next, after, before, while, during, since

Then, look for any **equipment or supplies** that you need to complete the job. Look for nouns (things):

staples, boxes, wrap, tape, scissors

Last, listen for any **warnings or notes**. **Warnings** can be about safety or potential hazards; **notes** are extra information that can make the job easier.

Listen to this set of directions and keep the 4 items listed above in mind. The second time that the directions are read, write them down as you hear them: it doesn't matter *how* you write them down, but write them in a way so that they make sense to you! Then, write a paragraph of instructions from your notes.

PARAGRAPHS

Read this paragraph. Label the **introduction**, the **support**, and the **conclusion**.

Living in NJ is very different from living in Ohio. First, New Jersey is more crowded. For example, there are more cars and trucks, and the cities are more densely populated. Second, New Jersey has fewer farms these days. In contrast, Ohio has more open area, especially farms and fields, so that there are fewer houses. Consequently, there are fewer people, fewer cars and trucks, and less densely populated cities. On the other hand, NJ does have more cosmopolitan activities, such as theaters, operas, museums, and sports events. In conclusion, the two states are very different to live in. Which you prefer depends on which lifestyle you prefer!

INTRODUCTION:

SUPPORT: A)

B)

C)

D)

CONCLUSION:

What **action** are you being asked to take?

PARAGRAPHS

A *paragraph* is a *unit* of writing. It has only one topic. It can be broken down into these sections:

♦ **INTRODUCTION:**

A statement of what the paragraph is about and an indication of how the writer feels about that topic

♦ **BODY:**

The supporting details or facts for the argument. A good paragraph needs at least *three* pieces of support.

♦ **CONCLUSION:**

The writer's closing statement, sometimes a summary or a comment about what has been argued.

READING AND WRITING II ♦ SESSION 2

OBJECTIVES:

At the end of this session, students will be able to do the following:

- recognize and use workplace and common abbreviations
- decode an abbreviated statement (e.g. advertisement)
- write an abbreviated statement to provide information quickly

TOPICS:

- abbreviations
- advertisements and abbreviated statements

METHODS:

- group discussion
- pair work

EVALUATION:

- individual evaluation of worksheets
- peer evaluation of written statements
- teacher monitoring group work

At the end of this session, students will be able to apply the concepts of abbreviating to their work tasks, especially those abbreviations that occur in work orders and instructions. Also, they will be able to decode abbreviated information using the acronym and syllabic breakdown.

MATERIALS:

- worksheets
- workplace materials (abbrev. forms)
- newspapers

ABBREVIATIONS AND ACRONYMS

What are these abbreviations and acronyms for?

1. ext. _____
2. ATM _____
3. CPA _____
4. IRA _____
5. IRS _____
6. CC _____
7. SC _____
8. VHF _____
9. govt. _____
10. ca. _____
11. AAA _____
12. SWF _____

ABBREVIATIONS AND ACRONYMS

13. AA _____

14. DWI _____

15. DOA _____

16. Inc. _____

17. c/o _____

18. MAC _____

19. KKK _____

20. IOU _____

21. YMCA _____

22. SPCA _____

23. mo. _____

24. RIP _____

25. OBGYN _____

ABBREVIATIONS AND ACRONYMS

Read the advertisement below and figure out what the abbreviations and acronyms mean. Then rewrite the ad in regular English, with the abbreviations and acronyms written out.

CLASSIFIED

SWF seeks *SWM* for some *TLC*. I am a *CPA* with an *MBA*, interested in a sincere relationship. I am past the stage of *MTV* and more likely to prefer a date at the local *IHOP*. Never married. Animal lover – *FYI* I have three dogs, all *AKA* status. If you love animals, a quiet time, and lots of *R and R* in a relationship, *RSVP ASAP!*
The Times, Box 2233.

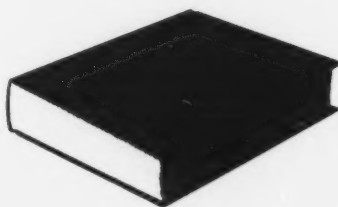
DICTIONARY WORK



Sometimes the dictionary can cause more confusion than clarity! Use this list of terms to help you figure out what a dictionary listing means.

<i>n</i>	=	noun (person, place, thing)
<i>vb</i>	=	verb (action word)
<i>adj</i>	=	adjective (describes a noun)
<i>adv</i>	=	adverb (describes a verb)
<i>pron</i>	=	pronoun (replaces a noun)
<i>abbr</i>	=	abbreviation
<i>pl</i>	=	plural form of noun

DICTIONARY WORK



Figuring out how a word should be *pronounced* can be a problem too! Use this list of pronunciation symbols and explanations to help you figure out how to pronounce a new word in the dictionary.

SYLLABLES = the word is broken down into syllables, or parts, so that you know where to stop and start

EXAMPLE: volcano = vol * ca * no
this word has three syllables

EXAMPLE: coordinate = co * or * din * ate
this word has four syllables

In the dictionary, the word is broken down twice:

Once with syllables broken down using **dots or ***

Next between reversed backslashes \ \

This breakdown gives pronunciation pointers and accent mark.

ACCENT MARK = ' ,

This mark shows where the stress falls in a word, on which syllable.
It always appears in front of the syllable to be stressed.

EXAMPLES: volcano = \val - 'ka - no\
create = \kre - 'at\

<i>DICTIONARY WORK</i>

Accent Marks

Sometimes the accent mark changes on words.

1. Look up the word **CONTENT** and write out the dictionary breakdowns. What is the difference between the accent marks? What is the difference in meaning between **content** and **content**?

2. Look up the word **DESERT**. What are the two accents possible? What is the difference between the two words?

READING AND WRITING II ♦ SESSION 3

OBJECTIVES:

At the end of this session, students will be able to do the following:

- read complicated schedules
- write schedules
- understand the components of schedules
- compare and contrast schedules to arrive at a solution
- spell with confidence

TOPICS:

- long and short vowels
- vowel combinations
- sample workplace and common schedules

METHODS:

- group discussion
- group work
- dictations to practice spelling

EVALUATION:

- self evaluation of worksheet completion
- team evaluation

At the end of this session, students will make fewer spelling errors in their writing. Also, they will be able to work with complicated schedules and generate their own schedules for work.

MATERIALS:

- worksheets
- sample workplace and common schedules

Using this blank form, fill in your *typical* weekly schedule. Be sure to include not only work, but any *home* activities, or regularly performed errands, such as grocery shopping or dropping the kids off at school.

[illegible]

SCHEDULES

Look at these schedules and consider what they are telling you.

MARIO'S RISTORANTE ITALIANNE

Monday – Thursday

L 11:30 – 2:30

D 5:30 – 10:30

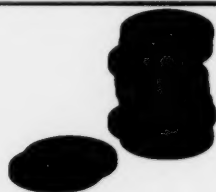
Fri. - Sat.

L 11:00 – 2:00

D 4:30 – 11:00

Sun.

Br 9:00 – 3:00



Bank of NJ

M-TH Lobby

9 – 3

(DU 3 – 5)

F Lobby

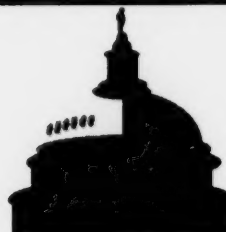
9 – 4

(DU 5 – 6)

Sat. Lobby

9 – 12

Sun CLOSED



PO of Belle Mead

Mon – Fri. Lobby

8:00 a.m. – 4:30 p.m.

Boxes

7:00 a.m. – 5:00 p.m.

Saturday Lobby

9:00 a.m. – 3:00 p.m.

Boxes

8:00 a.m. – 5:00 p.m.

SCHEDULES

The Grooming House

Dogs and Cats groomed to perfection!

Mon. – Thurs.	8:00 – 11:30	2:00 – 6:00
Friday and Sunday	closed	
Saturday	8:00 – 12:00	1:00 – 5:00

Belle Mead Veterinarian

Mon.	closed	Sat. and Sun
Tues. – Fri.	12:00 – 5:00	10:00 – 3:00

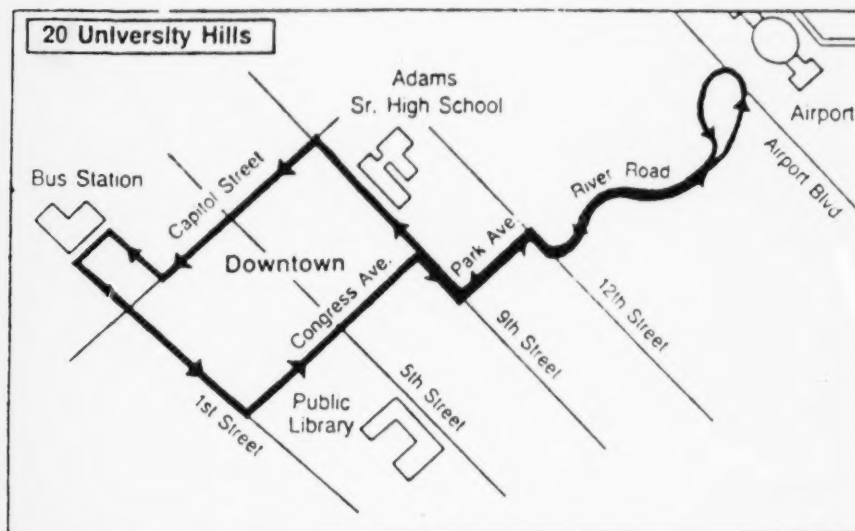
SCHEDULES

Using these schedules and the first group of schedules (for the bank and PO), determine when Karen can get all of her chores done. Work in groups and make a schedule for Karen!

- Karen works 8:30 – 4:00 every weekday.
- She has a 15 minute break at 10:00 and a half hour lunch break at 12:30. Sometimes she combines these 2 breaks to run all her errands.
- She gets paid on Thursday and has to go to the bank before Friday afternoon, because she sent out some bills that need to be covered.
- She has to pick up her mail at her PO box.
- She has to go to the post office and get more stamps.
- She wants to take her boss out to lunch (either on Thurs. or Fri.) to celebrate Boss's Day, which is on Friday, but her boss can only have a lunch break between 2:00 and 3:00.
- She has to take her dog to the groomer and her cat to the vet. She has to have them both back by Saturday morning because she is leaving for an afternoon seminar at 12:00 p.m.

SCHEDULES

Look at these are bus schedules and bus routes. How do they go together?



20 UNIVERSITY HILLS WEEKDAY & SATURDAY SERVICE

	OUTBOUND from downtown (Bus sign reads AIRPORT)				INBOUND to downtown (Bus sign reads UNIVERSITY HILLS)			
	● 5th & Congress	9th & Park	12th & Park	Airport & River Road	12th & Park	9th & Park	9th & Capitol	● 5th & Capitol
	7:45	7:53	8:00	8:10	8:17	8:22	8:27	8:35
	8:45	8:53	9:00	9:10	9:17	9:22	9:27	9:35
	9:45	9:53	10:00	10:10	10:17	10:22	10:27	10:35
	10:45	10:53	11:00	11:10	11:17	11:22	11:27	11:35
#	11:45	11:53	12:00	12:10	12:17	12:22	12:27	12:35
	12:45	12:53	1:00	1:10	1:17	1:22	1:27	1:35
	1:45	1:53	2:00	2:10	2:17	2:22	2:27	2:35
#	2:45	2:53	3:00	3:10	3:17	3:22	3:27	3:35
	3:45	3:53	4:00	4:10	4:17	4:22	4:27	4:35
	4:45	4:53	5:00	5:10	5:17	5:22	5:27	5:35

● TRANSFER POINT

NO SERVICE ON SATURDAY AT THESE TIMES

DICTIONARY WORK – PRONUNCIATION

We have two types of vowels: long and short. The – over a vowel makes it long; an uncovered vowel is short; and a over a vowel gives it a combination sound.

A = day, hate, train

A = hat, cattle

E = need, bead

E = egg

= this is called a schwa, and it sounds like

SPELLING

Long vowels:

A	=	day, say, hate, rain
E	=	need, recede, bead, receive
I	=	I, wine, grind, sign
O	=	go, show, road, stole
U	=	huge, usually, use, accuse

Short vowels:

A	=	hat, matter, addition
E	=	every, end, pocket
I	=	in, idiot, it, illness
O	=	hot, spot, cod, on
U	=	under, until, us

VOWEL COMBINATIONS

EA	=	usually sounds like EE heat, meat, seat, neat, feat, read
-----------	---	--

EE vs. EA	=	meet / meat feet / feat beet / beat week / weak reed / read need / knead
------------------	---	---

OU	=	usually sounds like OW house, mouse, grouse, out, bout, clout, sound
-----------	---	--

NOTE: Even **OW** can change sounds:
How now brown cow?
I don't know if it will snow after the show.

OA	=	long O sound boat, moat, float, goat, coat, oats
-----------	---	---

EI	=	usually sounds like EE receive, deceive
-----------	---	--

Exceptions: foreign, neighbor

IE	=	usually sounds like EE (remember I before E except after C) relieve, believe receive, deceive
-----------	---	--

VOWEL COMBINATIONS

OO

=

a long U sound sometimes
food, mood, cool, school

sometimes an EU combination
book, look, took, crook, wood

EE

=

always long E sound
need, seed, indeed

HOMONYMS

Sometimes words *sound* alike but are spelled differently and have different meanings. How do you figure out which one to use or how to spell it? You have to look at the *context* of the word and at what *type* of word it is (noun, verb, etc.). Look at these words and consider the differences.

they're
(verb)

their
(possessive)

there
(place)

- ◇ **They're** busy today.
- ◇ That is not **their** job.
- ◇ The machine is over **there**.

wait
(verb or noun)

weight
(noun)

- ◇ I will **wait** for three hours, even though that is a long **wait**.
- ◇ The **weight** of the package is 46 pounds.

Look at these words and consider the differences in meaning.

feat
meat
beat
hear
peer
wear
bear
know
time
wait
its
who's

feet
meet
beet
here
pier
where
bare
no
thyme
weight
it's
whose

HOMONYMS

Circle the correct word to complete these sentences.

1. After the cook **beet** / **beat** the eggs, he cooked them with the **beet** / **beat** soup.
2. **It's** / **Its** nearly time for the machine to run **its** / **it's** test cycle.
3. **Who's** / **Whose** going to fix the collator? In other words, **who's** / **whose** job is it?
4. We can't **bare** / **bear** to face the truth!
5. **There** / **their** are at least three more jobs to be completed in **there** / **their** department.
6. While I **wait** / **weight** for stamps, can you tell me the **wait** / **weight** of my package?
7. As I **right** / **write** the instructions, I will try to use the **right** / **write** spelling.

READING AND WRITING II ♦ SESSION 4**OBJECTIVES:**

At the end of this session, students will be able to do the following:

- recognize the components of a summary
- write a summary in their own words
- use the reading strategy to read a pamphlet
- use reported speech correctly

TOPICS:

- summaries
- reported speech
- six questions: components of summary

METHODS:

- guided discussion
- group / pair work
- Q and A practice using reported speech

EVALUATION:

- self evaluation based on being able to use the dictionary correctly
- teacher monitoring pair work

At the end of this session, students will be able to provide summaries about events in the workplace and about materials they read. Also, they will be able to give summaries of conversations in order to communicate information that was transmitted in a dialogue.

MATERIALS:

- worksheets
- pamphlets

SUMMARIES

A summary is a brief statement about something that you did, saw, read, participated in or heard about. We give summaries all of the time, very often not even aware that we are encapsulating information.

?

?

?

?

To give a summary, keep these 6 *key* question words in mind:

WHO

WHAT

WHERE

WHEN

HOW

WHY

If your summary can effectively answer these questions, then it is a good summary!

There are other question words to consider as well:

HOW MUCH

HOW MANY

HOW OFTEN

SINCE WHEN

FOR HOW LONG

AT WHAT PACE

WHAT KIND

WHICH ONE

SUMMARIES

Look at this brochure for giving blood. Using the reading strategy, read the brochure and in your own words **summarize** what it is telling us.

Did You Know That?

- * Most hospitals require replacement of blood used or patients are charged a penalty fee, usually \$50 to \$100 per unit which is not covered by medical insurance.
- * Membership in a Blood Program guarantees blood replacement to any hospital in the continental United States.

Who is Covered by My Membership?

- * Your annual blood donation covers you, your spouse, dependent children, one additional person living with you, all parents and grandparents.
- * If you are not married, coverage extends to you, a significant other, your parents, grandparents and either children dependent upon you or brothers and sisters dependent upon your parents.

Who Needs Blood?

- * It may be a newborn baby.
- * It may be an elderly person.
- * It may be an accident victim.
- * It may be a patient with leukemia or other blood dyscrasias.
- * It may be someone you know.
- * It may be a stranger.
- * It may be someone you love.
- * It may be YOU.

Why Should I Donate?

- * Because blood is truly the gift of life – it can only be given by people for people.
- * Because it is the only way to guarantee an adequate blood supply when it is needed.
- * Because blood needs are constant throughout the year.

You Can't Donate?

That's all right – not everyone can. You can still participate by asking a friend, relative, neighbor or co-worker to proxy for you. The benefits are the same as if you donated yourself and you'll be surprised at how many people will be happy to donate in your name.

Is It Safe?

There is NO disease that can be contracted by donating blood.

What Do I Do Next?

Please let us know if you are interested.

Complete and return the attached portion of this flyer to:

Sharon Vlasac – Personnel Office
by March 2, 1993

SUMMARIES IN DIALOGUES

We use reported speech to report about an event or a conversation in the past. Sometimes we have to give a summary of a conversation that we've had or overheard. Very often we are asked to report what happened at a meeting, or in particular situation at work, at which point our **telling** of the event is as important as the event itself – we have to get the telling of it right!

Reported speech differs from regular speech in that it uses a past tense *shift*.

REAL SPEECH:

Gladys: Where do you live?

Steve: I live in Trenton.

If we talk about this dialogue, we could do this:

Gladys asked Steve, "Where do you live?" Steve replied, "I live in Trenton."

This keeps the question marks, keeps the original pronouns, and keeps the original verb tense (present tense). However, if we use reported speech, look what happens:

Gladys asked Steve where *he lived*, and he replied that *he lived* in Trenton.

SUMMARIES IN DIALOGUES

In **reported speech**, five things change:

1. **Quotation marks** are removed
2. **Question marks** are removed
3. **Pronouns** change since we are talking about the speakers, and they are no longer talking about themselves
4. **Verb tense** shifts to past
5. **Time expressions** change

- The **pronoun** changes to meet the gender and number of speakers:

"Can you drive me to work?" *George* asked. "That will be fine," **Bob and Steve** said.

George asked **them** if **they** could drive *him* to work.

- The **verb tense** change can be tricky!!

Do you have a car? He asked her if she had a car.

Did you eat lunch? He asked me if I had eaten lunch.

Will you eat? He asked me if I would eat.

Can you dance? He asked her if she could dance.

- The time expression changes because there are two time events:

1) the event of speaking 2) the event being spoken about

Today at 3:00 he asks me, "Where do you work?"

Time goes by, years go by, and I tell someone about that conversation:

That day at 3:00 he asked me where I worked.

SUMMARIES IN DIALOGUES

In general, the list below holds true for most reported time expressions:

REAL SPEECH

REPORTED SPEECH

this month	>	that month
this morning	>	that morning
this year	>	that year
last month	>	the month before
last year	>	the year before
two years ago	>	two years earlier
		two years before
yesterday	>	the day before
		the previous day
in two days	>	two days later
in a week	>	a week later
		a week after
tomorrow	>	the next day
		the following day

EXAMPLES:

"I will see you in a month"	>	I would see her a month later.
"They met a month ago"	>	They had met a month earlier.
"I can't go tomorrow"	>	He couldn't go the following day.

SUMMARIES OF DIALOGUES

Rewrite the dialogue below using **reported speech**.

Tom: Do you have a stapler I can borrow? I gave mine to Dave two days ago, but he hasn't returned it yet.

Cathy: Sure. I'm not using it now anyway.

Tom: I really appreciate it!

Cathy: Just return it at the end of the day.

Tom: I will return it as soon as I am done.

Cathy: Thanks. I'll be out for lunch, but you can put it on my desk when you're done.

Tom: Yep!

READING AND WRITING II ♦ SESSION 5

OBJECTIVES:

At the end of this session, students will be able to do the following:

- classify and categorize items and information
- apply labels to categories
- recognize states and their regional locations
- recognize state abbreviations

TOPICS:

- classification / categories
- naming categories
- USA map and regions
- state abbreviations

METHODS:

- group discussion
- group work
- group game with states/abbreviations

EVALUATION:

- group evaluation of performance in game
- teacher monitoring group work

At the end of this session, students will be more accurate in sorting mail for the USA regions. They will be more precise using the standard state abbreviations, and will make fewer errors in recognizing and sorting for those abbreviations.

CATEGORIES AND CLASSIFICATION

Classification is when we break things down into groups based on what the things have *in common*. The categories can change, depending on what the common factor is. Look at the items listed below and determine what name you would give the category that they belong to.

1. egg noodles, fettuccine, lasagna, spaghetti, vermicelli

2. stapler, tape, hole punch, scissors, post-its

3. monitor, printer, disk drive, keyboard

4. hockey, baseball, football, soccer, basketball

5. duck, chicken legs, turkey, game hens, goose

6. peas, beans, lentils,

CATEGORIES AND CLASSIFICATION

7. potatoes, tomatoes, carrots, broccoli, peppers

8. letters, brochures, fliers, postcards

9. dogs, cats, horses, sheep, cows

10. obstetrician, gynechologist, pediatrician, dentist

11. ketchup, mayonnaise, mustard, soy sauce

CATEGORIES

Think of how we **categorize** mail! There are different *types* of pieces of mail, and different *methods* of delivery.

- ◆ *Sort* the mail into categories based on the kind of mail and the kind of delivery.
- ◆ What *categories* can you come up with?
- ◆ Can the mail be better organized under *4 categories* or under 3?
- ◆ Which breakdown would help you sort more quickly?
- ◆ Draw what your *breakdowns* look like: what are the category headings?

CATEGORIES

MAIL CATEGORIES

CATEGORIZATION A:

DELIVERY:

FIRST CLASS
SECOND CLASS
THIRD CLASS
OVERNIGHT

TYPE:

LETTER
BOX
BULK ENVELOPE
FLYER

CATEGORIZATION B:

Letter

First class
Second class
overnight

Box

First class
Second class
Third class
overnight

Bulk Envelope

First class
Second class
Third class
overnight

Flyer

Second class
Third class

CATEGORIZATION C:

FIRST CLASS

letter
box
bulk envelope

SECOND CLASS

letter
box
bulk envelope

THIRD CLASS

box
bulk envelope
flyer

OVERNIGHT

letter
box
bulk envelope

CATEGORIES

Look at the category headings and then look at the items listed: which items do NOT belong in these categories? The titles can be general, so you must look for the **determining piece** of information that most members in the list **share**. Cross out the one item that does not fit with its partners under the category listing. Why doesn't it fit?

1) OFFICE EQUIPMENT

- * telephone, fax machine, secretary, computer

2) MUSIC

- * classical, jazz, rock and roll, EZ 101.5

3) MAILROOM EQUIPMENT and SUPPLIES

- * sorter, PO Boxes, scale, labels

4) PARTS OF A HOUSE

- * kitchen, sink, bathroom, living room, study

5) VACATION SPOTS

- * Paris, Orlando, Los Angeles, Lake Placid, Denver

<i>CATEGORIES</i>

6) *COLORS FOR SPRING WARDROBE*

- * pink, yellow, plaid, white, beige

7) *DOCTORS*

- * dentist, optometrist, allergist, physician

8) *FAMOUS MOVIE STARS*

- * Tom Cruise, Mel Gibson, Goldie Hawn, John Wayne

9) *BEVERAGES*

- * coffee, tea, milk, beer

10) *CHILDREN'S NAMES*

- * Chris, Sandy, Sean, Stephanie

CATEGORIES

Read this article on "geese" and determine what the categories are and how they are arranged.

How is the article laid out? What is another way to lay out this information? In a table? Using columns?

STATE ABBREVIATIONS

STATE NAME	STATE ABBREVIATION
Alabama	
Alaska	
Arizona	
Arkansas	
California	
Colorado	
Connecticut	
Delaware	
District of Columbia	
Florida	
Georgia	
Hawaii	
Idaho	
Illinois	
Indiana	
Iowa	
Kansas	

STATE ABBREVIATIONS

STATE NAME	STATE ABBREVIATION
Kentucky	
Louisiana	
Maine	
Maryland	
Massachusetts	
Michigan	
Minnesota	
Mississippi	
Missouri	
Montana	
Nebraska	
Nevada	
New Hampshire	
New Jersey	
New Mexico	
New York	
North Carolina	

STATE ABBREVIATIONS

STATE NAME	STATE ABBREVIATION
North Dakota	
Ohio	
Oregon	
Pennsylvania	
Rhode Island	
South Carolina	
South Dakota	
Tennessee	
Texas	
Utah	
Vermont	
Virginia	
Washington	
West Virginia	
Wisconsin	
Wyoming	

STATE GAME



This game is to help students recognize the states' shapes, regions, and abbreviations.

- Materials:**
- a) state map with state abbreviations, but not full names
 - b) cut-outs of each state with nothing on them
 - c) paper and pencils

- STEP 1:** Hang large map on wall
- STEP 2:** Divide state cut-outs equally among students.
- STEP 3:** Have each student look at the cut-outs
- STEP 4:** Have each student take turns approaching the map one at a time with one of his/her cut-outs. The student identifies the state by shape and notes the abbreviation and region.
- STEP 5:** Have each student keep track of his/her states, their locations, and their abbreviations.
- STEP 6:** Using abbreviations, students figure out full name for their states.
- STEP 7:** At the end, the class goes over its results. All 50 states should be accounted for.

READING AND WRITING II ♦ SESSION 6**OBJECTIVES:**

At the end of this session, students will be able to do the following:

- use written numbers and digits when writing
- categorize information
- use state abbreviations correctly

TOPICS:

- written numbers vs. digits
- categorizing information from paragraph / making lists
- state abbreviations (review)
- categorizing states

METHODS:

- group discussion
- group game – categorizing states

EVALUATION:

- peer evaluation of writings
- teacher monitoring group work

At the end of this session, students will be able to use numbers when they are writing or reporting information; work with categories in order to organize their work materials and jobs; recognize states and locations, along with abbreviations and state categorizations.

MATERIALS:

- worksheets
- categorizing game

WRITING NUMBERS

Using the information from the guidelines, rewrite this paragraph correctly.

In nineteen hundred and ninety two, the company performed a survey of 665 clients and gained the following information. 90% of the customers that stop doing business make no attempt to say why, while seventy percent of dissatisfied customers never complain. Also, the average dissatisfied customer tells nine to 10 other of his/her dissatisfaction, while the satisfied customers tells only 5 people. Of those five people, 3 are likely to spread the bad news even further. Moreover, it has been said that it takes ten dollars of new business to make up for one dollar of lost business. On a happy note, the company has improved its image! 19 percent of those responding to last year's survey said we were excellent, and thirty four percent of this year's respondents said we were excellent. In another year and 1/2, we hope to be the number 1 fulfillment company among the fifty states!

CATEGORIES FROM READING

Read the information below and ask yourself what the basic topic is, how it is broken down, and what the categories are.

* * * Guidelines for Typing Numbers * * *

Have you ever been writing or typing a letter and come upon a *number* that you need to use? You sit and ask yourself, "should I write the number out, or should I use the numeral?" Keep these guidelines in mind and you'll never have to sit and wonder again.

Spell out numbers that begin a sentence, unless a number is in the thousandths (3,400), or if it is a year (1604, 1993). Spell out numbers in a sentence that are less than 10, not including 10. Spell out fractions (one-third) unless they are long (for example 15/446). Spell out indefinite numbers (a few hundred complaints, or a thousands of compliments).

Use figures or digits when a number is 10 or more, or if it is a mixed fraction, a whole number with a fraction (for example, 3 1/4 or 5 2/9). Also, use figures for amounts of money (\$33.79) and for percents (4 percent, 60 percent).

Although these rules are simple, they are by no means set in stone. For example, if you have a report with a lot of numbers in it, then you are better off using digits so that the numerical information can be more easily read. Sometimes you get into a situation where you have a mix of written numbers and digits. In that case, use your best judgment and go with the majority – if there are more digits than written numbers, then make them all digits. Being consistent is crucial!

So now that you know these rules, we hope you can be successful 100 percent of the time. Or is that one hundred percent of the time?

CATEGORIES FROM READING

You can classify the information from the guidelines into two categories:

1. _____

2. _____

Write a heading for each category in a box below. Then, fill in the **details** (or criteria) for each category.

A. _____

B. _____

1.

1.

2.

2.

3.

3.

4.

4.

5.

5.

6.

6.

In what other way can this information be arranged into categories?
Which way is more effective?

STATES AND CATEGORIES

We can **categorize** the states many ways. What is the most logical way? What are some other ways?

Look at the category headings below and fill in the states that you expect to belong in that category. Try to think of 3 members for each category.

Industrial States

1. _____

2. _____

3. _____

Agricultural States

1. _____

2. _____

3. _____

High-tech States

1. _____

2. _____

3. _____

Snowy States

1. _____

2. _____

3. _____

Tropical States

1. _____

2. _____

3. _____

Vacation States

1. _____

2. _____

3. _____

New England

1. _____

2. _____

3. _____

Midwest

1. _____

2. _____

3. _____

South

1. _____

2. _____

3. _____

West Coast

1. _____

2. _____

3. _____

<i>ADJECTIVES</i>

1. Using adjectives, describe an *instrument* or a *tool* that you use everyday. Give a clear description of the tool, but *do not name it!* You will read the description out loud and your classmates will guess what the tool is.
2. Compare the *job* you have now to 2 other jobs you had before. Or compare what you do in one section of the company to what is done in other sections. Use comparatives and superlatives.

ADJECTIVES

An adjective is a noun modifier: it describes or gives more information about a **NOUN**.

Often the adjective can answer a question about the noun.

EXAMPLES:

The red car is parked illegally.

Q: What color is the car?

A: red (so "red" is the adjective)

We live in an old section of Trenton.

Q: What is the section like?

A: old (so "old" is the adjective)

He is working on a difficult project.

Q: What is the project like?

A: difficult (so "difficult" is the adjective)

We will send the small package in two days.

Q: What kind of package is it?

A: small (so "small" is the adjective)

Q: How many days?

A: two (so "two" is an adjective that describes days)

ADJECTIVES

ADJECTIVES can take many forms.

Nouns, pronouns, articles, numerals, and participles can all function as adjectives.

NOUNS:

- ◇ She was pleased because he had given her a diamond ring.
- ◇ The company's employee entrance is on Pennington Avenue.
- ◇ Computer paper is expensive.

PROPER NOUNS:

- ◇ We fly the American flag on the fourth of July.
- ◇ Casa Lupita is a Mexican restaurant.

NUMERALS:

- ◇ The company has placed ten orders.
- ◇ This is the tenth order that the company has placed.

PARTICIPLES:

- ◇ The broken glass was all over the floor.
- ◇ We heard the breaking glass and crashing metal.

INDEFINITE PRONOUNS:

- ◇ Each employee has a work number.
- ◇ He asked for another tape machine.

DEMONSTRATIVE PRONOUNS:

- ◇ We sent that order last month.
- ◇ He wasn't sure if those brochures were recent.

COMPARATIVE ADJECTIVES

When we compare two things, we use **comparatives**.

Add "**er**" to the adjective and double the final consonant as required:

- ◇ Tom is **older** than Steve.
- ◇ Steve is **younger** than Tom.
- ◇ Washington is **bigger** than Trenton.

NOTE: be sure to use **THAN** when comparing; **THEN** is a time word.

* * * * * *

To make a comparative using a large word, don't add "er"

⊗ use **MORE** plus the adjective.

A Porsche is **more** expensive than a BMW.

- ◇ Chinese is more difficult than English.

To express the opposite idea, use "less" plus the adjective:

A BMW is **less** expensive than a Porsche.

- ◇ English is less difficult than English.

* * * * * *

Actually, there are 4 ways to express the same idea:

- ◇ A Porsche is more expensive than a BMW.
- ◇ A BMW is less expensive than a Porsche.
- ◇ A BMW is not as expensive as a Porsche.
- ◇ A Porsche is not as cheap as a BMW.

What are the differences between these 4? Think of when you would use each one. To emphasize what?

COMPARATIVE ADJECTIVES

When we compare three or more things, we use **superlatives**.

Use "the" before the adjective, and add "est" to the short adjective.
Make spelling changes as necessary.

- ◇ Tom is 35. Paul is 36. Stan is 44.
- ◇ Tom is **the youngest**.
- ◇ Stan is **the oldest**.

- ◇ New York is not the biggest city in the world, but it is the dirtiest.

* * * * *

For big words, use "**the most**" before the adjective:

- ◇ New York is **the most** exciting city in the USA.
- ◇ LaHiere's is the most expensive restaurant in our area.

To express the opposite idea, use "**the least**" before the adjective.

- ◇ Belle Mead is **the least** exciting town in NJ.
- ◇ McDonald's is the least expensive restaurant in our area.

COMPARATIVE ADJECTIVES**Irregular comparatives and superlatives**

ADJECTIVE	COMPARATIVE	SUPERLATIVE
good	better	the best
bad	worse	the worst
little	less	the least
some	more	the most

Remember the spelling rules:

- if the adjective ends in a Y, change the Y to I
prettier, the prettiest
- if the adjective ends in an E, add the R or ST (don't double E)
wiser, the wisest

READING AND WRITING II ♦ SESSION 7

OBJECTIVES:

At the end of this session, students will be able to do the following:

- use comparison/contrast organization
- write a comparison/contrast paragraph
- recognize the parts of a table
- read simple tables to compare information
- create simple tables to compare information

TOPICS:

- comparison/contrast
- paragraphs
- tables

METHODS:

- group discussion
- pair work

EVALUATION:

- group evaluation of worksheets
- teacher monitoring group work

At the end of this session, students will be able to generate tables from workplace information and read tables that affect them. They will also be able to compare/contrast information to arrive at a conclusion. They will make fewer mistakes in interpreting table information.

COMPARISON AND CONTRAST

COMPARE = tell how things are *alike*

CONTRAST = tell how things are *different*

Usually, when we compare and contrast, we tell how things are alike before we tell how they are different. This is to give the reader a good footing and a chance to recognize the object before it is shown to be different. For example, if I were to describe my new job vs. my old one, I would start by saying what things were the same – then I would move on to the differences.

COMPARISON AND CONTRAST

When we write a comparison/contrast paragraph, we can use one of two methods:

TOPIC A is being compared to / contrasted with **TOPIC B** and you will consider points 1, 2, and 3. Think of 2 places that you've visited for vacation (Miami and London). Then think of what points you can make regarding both (temperature? crowded? activities?). Then make a diagram:

TOPIC A

Point 1

Point 2

Point 3

TOPIC B

Point 1

Point 2

Point 3

Now, when you write, you can do this:

Topic A (1,2,3)

Topic B (1,2,3)

*this method creates little tension
or strong contrast*

Or you can write like this:

Topic A point 1

Topic B point 1

Topic A point 2

Topic B point 2

Topic A point 3

Topic B point 3

*this method creates a stronger
feeling of CONTRAST*

COMPARISON AND CONTRAST

Write a paragraph comparing/contrasting two vacations that you've taken. Before you start writing, think of your two **TOPICS**, then the three **POINTS** that you want to make about each. Take a minute and fill in the list below and use it as your outline for writing.

TOPIC A: _____

Point 1: _____

Point 2: _____

Point 3: _____

TOPIC B: _____

Point 1: _____

Point 2: _____

Point 3: _____

Be sure that your point 1 for A is the same category as point 1 for B (for example, the cost, or the climate). Make sure that your three points are parallel.

You can write your paragraph using either method:

A123B123 or A1B1A2B2A3B3

CATEGORIES AND TABLES

These are the components of a table:

ROWS	→ → →	<i>read across</i>
COLUMNS	→ → →	<i>read down</i>
HEADINGS	→ → →	tell the names of the categories that the rows/columns have

Look at the table below. What information do the columns have? And the rows?
What are the headings?

AVERAGE

Number of years

with the company: 1 2 3 4 5 6 7 8 8+

Age Group

18 – 20

20 – 25

25 – 30

30 – 35

35 – 40

40 – 50

50 – 60

TABLES

Tables contain information that is broken down into categories. Instead of presenting the material in a paragraph or a report, we put the information into tables so that it is easier to read and understand.

The columns (read down) contain one category of information, while the rows (read across) contain another category of information. When the columns and rows are read together, they intersect. That is when we look across a row, then look down the column until we get to that row, we come to the intersecting point. The intersecting point tells us information about the two categories.

Next Day CARRIERS	<i>UPS</i>	<i>RPS</i>	<i>MAIL next day</i>
type of mail			
letter	3.99	4.50	2.99
package (1-3 lbs)	5.99	4.99	6.50

What information does the first row give you?

What information does first column give you?

Both of these can be "headings" because they provide category headings for the information.

To intersect: How much does a 2 lb. package cost to send next day via RPS?

- a) look under the type of mail and find package
- b) read across to RPS
- c) intersect RPS and Package to get the answer \$4.99

TABLES**MAKING A TABLE****PART 1:**

Take out the incomplete table that deals with the AVERAGE number of years with the company and AGE group. Read the paragraph below and fill in the table with the correct numbers for the categories.

We are quite a mixed bag here at Hibbert. Although we have more than a dozen people who are over 55 and have been with the company for eight or more years, we also have a number of newcomers, and youngsters! We have at least three 20 year olds who have been with the company for two years, which means that they joined us right out of high school. Also, we have nine 20-25 year olds who have been with us for five years. Although we don't have many newcomers in the 25-30 range, we do have four 30-35 year olds who have been with us for only one year. The majority of our workforce, the 35-40 year olds, have a wide spread of years with us: eight of them have two years, 12 of them have four years, 16 of them have five years, five of them have six years, nine of them have seven years, and nine of them have eight years. The 40-50 range is more spread towards the upper number of years: no one has fewer than six years with us, and 10 have seven years, three have eight plus years. Our final group, the 50-60 year olds, is also large. We have 10 who have been here for five years, seven for six years, eight for seven years, and nine for eight plus years.

PART 2:

Once you have filled in the numbers, create 2 new categories: a new column on the far right of the table with TOTALS as the heading, and a new row on the bottom of the table, with TOTALS as the heading. Then fill in those columns and rows with the appropriate totals. Your final total should be in the bottom right hand corner!

TABLES

GUIDE TO FAT AND SODIUM IN CHEESE

SODIUM	FAT		
	<i>LOW</i> – less than 6 grams per ounce	<i>MEDIUM</i> – 6-8 grams per ounce	<i>HIGH</i> – 8-10 grams per ounce
<i>LOW</i> – less than 150 milligrams per ounce	Unsalted, dry-curd cottage cheese (1/2 cup) Part skim mozzarella Part skim ricotta	Whole milk mozzarella Neufchatel Swiss	Low sodium cheddar Cream cheese Gruyere Whole milk ricotta
<i>MEDIUM</i> - 150-225 milligrams per ounce		Brie Tilsit	Brick Caraway Cheddar Colby Monterey Jack Muenster
<i>HIGH</i> - 225-350 milligrams per ounce	Low-fat processed cheese products Skim processed cheese	Camembert Edam Feta Gouda Provolone Romano Processed American Cheese	
<i>VERY HIGH</i> – 350-550 milligrams per ounce	Low-fat or creamed cottage cheese	Parmesan (hard) Processed cheese spread Processed swiss Cheese foods	Processed American cheese Blue cheese Parmesan (grated) Roquefort

TABLES

<u>HMO Group Name</u>	<u>Coverage</u>	<u>Payroll Deduction Per Month Effective July 1, 1993</u>
NJ Plus (formerly PPO)	Single	-0-
	Husband & Wife	-0-
	Family	-0-
	Parent & Child	-0-
Aetna Health Plans	Single	6.89
	Husband & Wife	18.19
	Family	20.49
	Parent & Child	11.39
Medigroup-Central, Inc. #11 (health center physician care)	Single	-0-
	Husband & Wife	-0-
	Family	-0-
	Parent & Child	-0-
Medigroup-Central, Inc. IPN #10 (participating physicians in private offices)	Single	7.26
	Husband & Wife	8.80
	Family	21.18
	Parent & Child	15.79
HIP/Rutgers Health Plan	Single	-0-
	Husband & Wife	-0-
	Family	-0-
	Parent & Child	-0-
U.S. Healthcare	Single	-0-
	Husband & Wife	-0-
	Family	-0-
	Parent & Child	-0-

In addition to the HMO groups listed, which cover the large majority of our employees, there are several other HMO's throughout the State with which you can affiliate if you live in their eligible zip code areas. If you are interested in other choices, generally for non-local residents, call Virginia Urlick at extension 273 for more information.

TABLES**BAGGAGE COMPLAINTS**

More fliers complained about *mishandled* baggage in October than they did a year earlier. Complaints are based on 1,000 fliers.

<i>AIRLINE</i>	<i>Oct. 1991</i>	<i>Oct. 1992</i>	<i>CHANGE</i>
Southwest	3.7	3.2	- 14%
American West	4.6	4.1	- 11%
American	4.2	4.7	+12%
United	5.3	5.1	- 4%
INDUSTRY AVERAGE	4.5	5.1	+13%
Delta	3.7	5.1	+38%
Trans World	5.7	5.2	- 9%
Northwest	5.1	5.2	+ 2%
Continental	4.5	5.4	+20%
Alaska	4.9	5.9	+20%
US Air	4.7	7.3	+55%

TABLES**SHIPMENT CARRIER ERRORS**

This is a table showing the errors for the third quarter 1992. Error types are named; averages must be determined.

<i>Carrier</i>	<i>Package Error</i>	<i>Address Error</i>	<i>Delivery Error</i>
UPS	47	57	21
RPS	48	46	23
USPS	37	52	32
Overnite	40	60	20
INDUSTRY AVERAGE			
WeCarree	42	68	35
TransPackage	26	21	12
American Carrier	59	34	19

READING AND WRITING II ♦ SESSION 8**OBJECTIVES:**

At the end of this session, students will be able to do the following:

- read line graphs
- generate line graphs
- interpret information from graphs

TOPICS:

- line graphs
- comparing and interpreting information

METHODS:

- group discussion
- pair work

EVALUATION:

- peer evaluation of worksheets
- teacher monitoring group work

At the end of this session, students will be able to take workplace information and plot it on a graph. They will be able to interpret the graphs around them and write paragraph summaries of graphs.

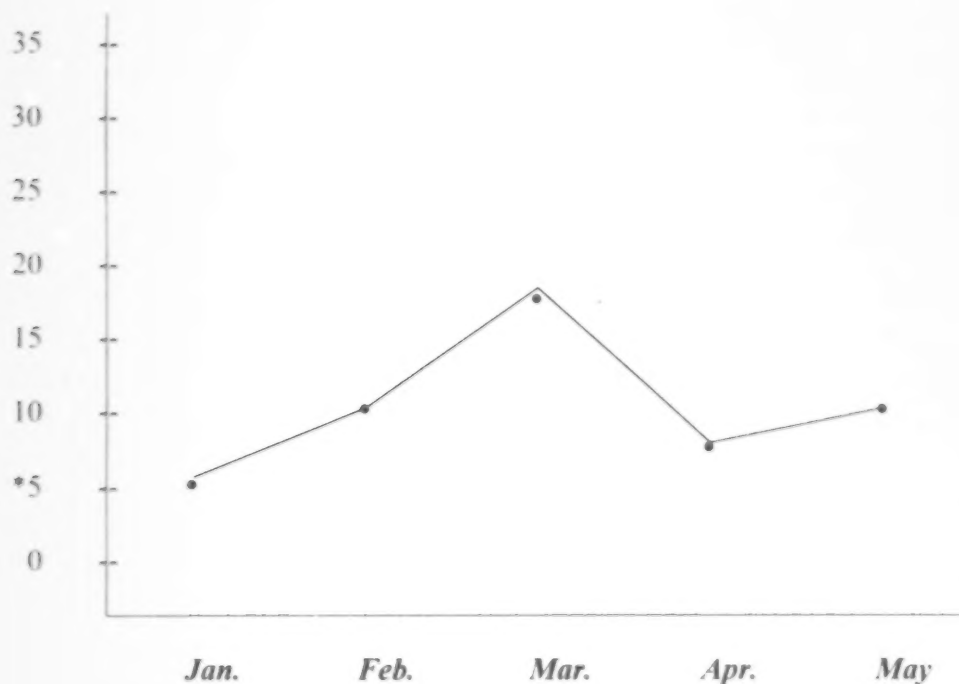
MATERIALS:

- worksheets
- sample graphs from workplace and common graphs

GRAPHS

A **graph** is a *visual* representation of information.

A **graph** is different from a table in that it provides a *comparison* of information over a *period of time*. The vertical line shows the amount, while the horizontal line shows the time. Look at this graph and determine what it is telling you.



New Domestic Van Purchases in 1992

* in millions

NOTE: the numerical differentiation between numbers on the vertical line must be the same amounts. E.g.: 5/10/15/20, not 5/10/15/20/30/40.

Also, the counting must start at zero in order to provide a true visual.

GRAPHS

When you graph information, you **plot** the points on a **grid**. The numerical value is always to the left, while the time is expressed as the horizontal line. The image that the line makes creates a visual image, somewhat like a mountain range! If we plot the monthly stock value of a company over a year, we can see what the peak time was, as well as the slump. Of course we could get the same information by reading a stock report or a table, but we couldn't get the information as quickly as if we looked at the visual aid of a graph.

Look at the table below for the Felder's Corporation. Using graph paper, plot out the performance of this company's stock.

FELDER'S RESEARCH CORPORATION	
MONTH	STOCK PRICE
January	\$4.50
February	\$5.55
March	\$4.75
April	\$4.90
May	\$5.25
June	\$4.50
July	\$4.75
August	\$4.75
September	\$5.25
October	\$5.75
November	\$5.90
December	\$5.75
January	\$4.50
February	\$5.55

GRAPHS

Read this table for the stock prices for Grey's and Barker's Research Inc. Plot this information on the same graph that you used for Fender's Corp. and create a double line graph. Be sure to make one line dotted and one line single.

**Grey's and Barker's Research
Incorporated**

<i><u>Month</u></i>	<i><u>Stock Price</u></i>
January	\$4.75
February	\$5.00
March	\$4.00
April	\$3.75
May	\$4.25
June	\$4.25
July	\$4.00
August	\$3.75
September	\$4.25
October	\$4.50
November	\$5.00
December	\$4.75

Year ending December 1992.

READING AND WRITING II ♦ SESSION 9**OBJECTIVES:**

At the end of this session, students will be able to do the following:

- read bar graphs
- make bar graphs
- interpret the comparisons in bar graphs

TOPICS:

- bar graphs
- comparing information

METHODS:

- group discussion
- pair work

EVALUATION:

- group evaluation of worksheets
- teacher monitoring group work

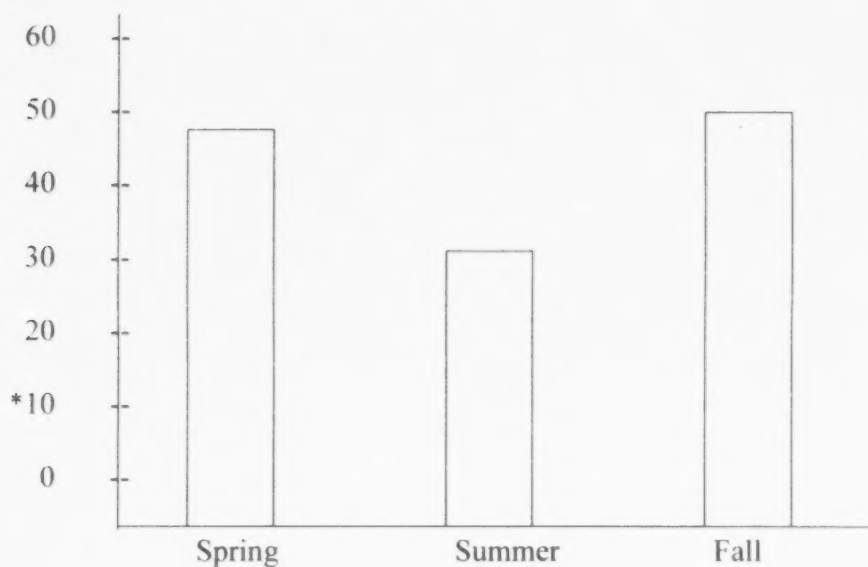
At the end of this session, students will be able to understand the graphs and charts around them. They will be able to generate graphs using company materials. In essence, this graph/table work will give them organizational skills that they can use for problem solving and decision making.

MATERIALS:

- worksheets
- graph paper

BAR GRAPHS

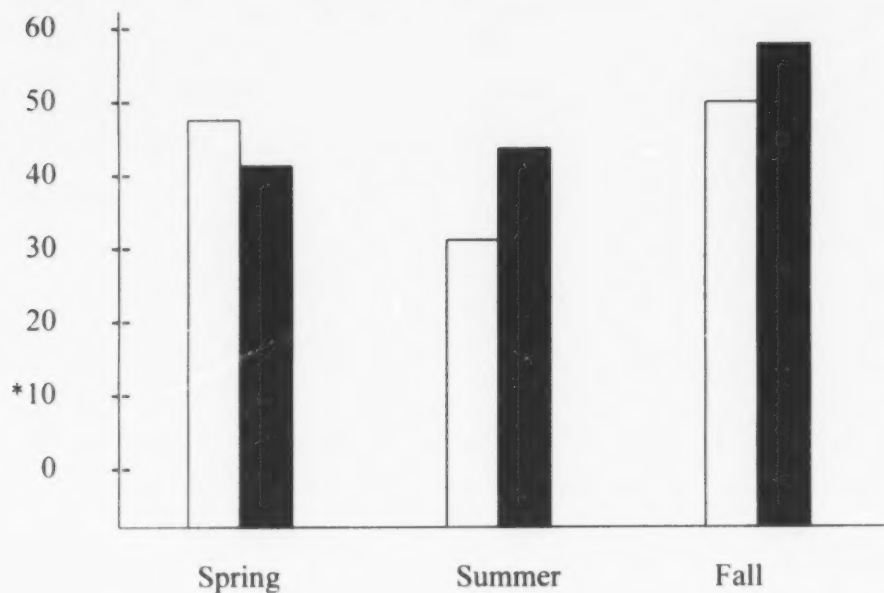
Bar graphs are like line graphs in that they show information over a period of time. The bars can be single or double, depending on the comparisons being made. Look at these bar graphs and determine what is being expressed.



MCCC Enrollment 1991

*in thousands

BAR GRAPHS



MCCC Enrollment 1991

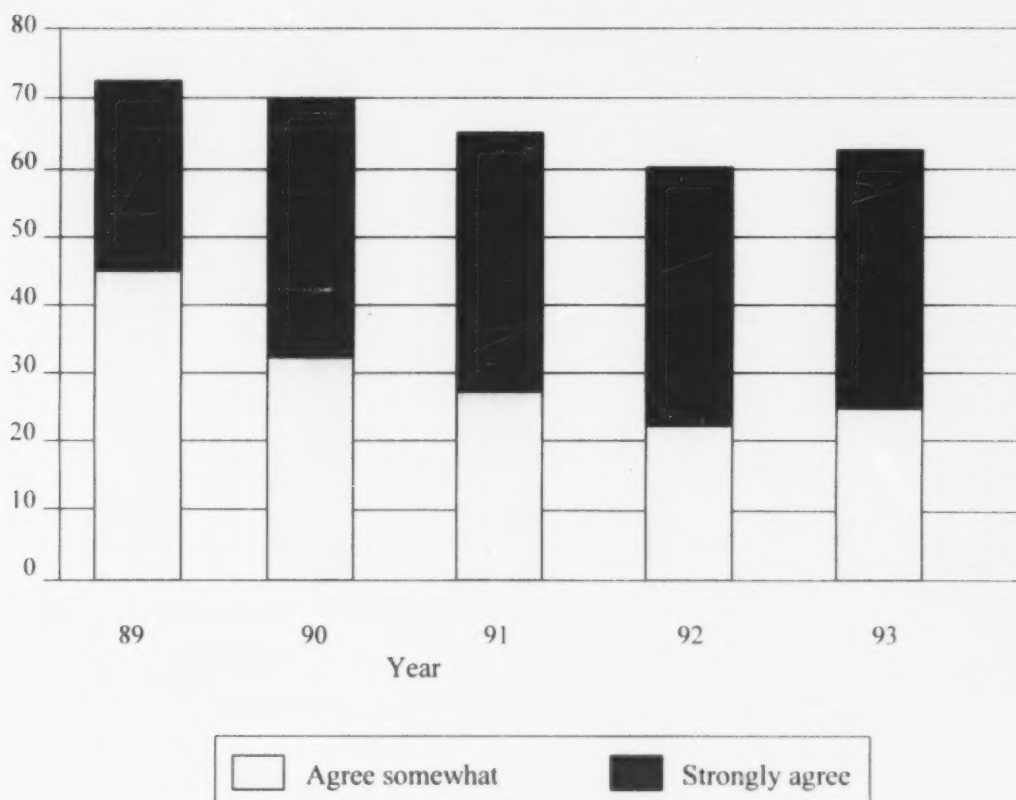
*in thousands



BAR GRAPHS

Some bar graphs can be confusing! Look at this bar graph and determine what is going on! How else can the information be reported in a graph? Or in a chart?

Business Development Climate
In 3-5 Years for Business



Statement: Mercer County has a good business climate.

READING AND WRITING II ♦ SESSION 10**OBJECTIVES:**

At the end of this session, students will be able to do the following:

- read pie charts
- make pie charts
- interpret the comparisons in charts

TOPICS:

- pie charts
- comparing information

METHODS:

- group discussion
- pair work

EVALUATION:

- group evaluation of worksheets
- teacher monitoring group work

At the end of this session, students will be able to understand the graphs and charts around them. They will be able to generate graphs using company materials. In essence, this graph/table work will give them organizational skills that they can use for problem solving and decision making.

MATERIALS:

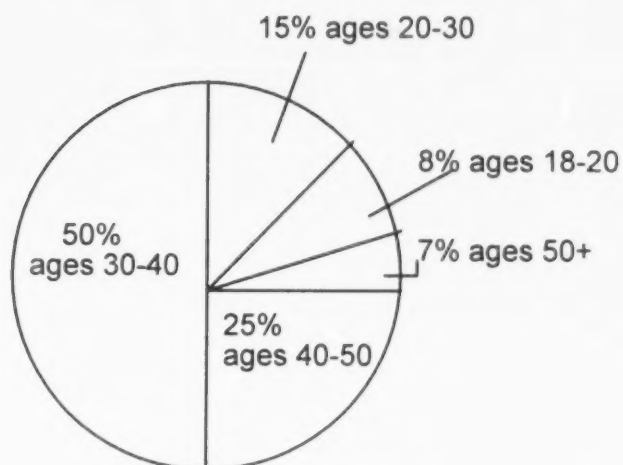
- worksheets
- graph paper

PIE CHARTS

A pie chart is a picture of a whole and its parts. In a pie chart, all of the pieces of the pie must add up to **100%**.

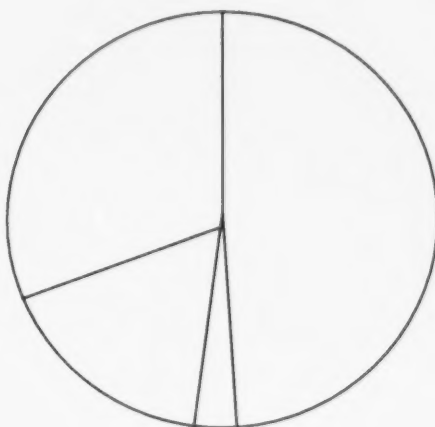
A pie chart is a good way to show the relationship among the various parts of a whole.

Look at this pie chart. What is the **WHOLE** being represented?



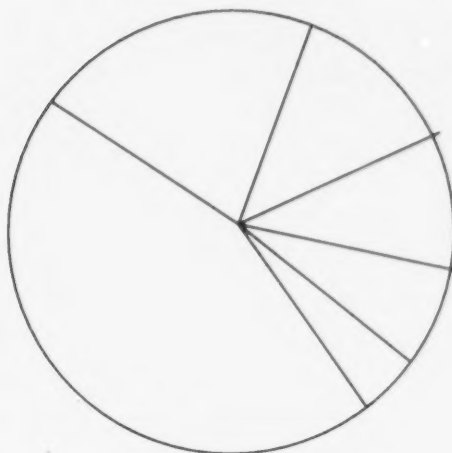
PIE CHARTS

Look at the pie chart below. The percentages are below the chart, along with the details for the parts. Match the parts of the pie to the details and percentages! What is the whole pie showing?



48%	2nd class
27%	1st class
19%	3rd class
6%	Special Delivery

PIE CHARTS



45% regular coffee
20% regular tea
15% decaffeinated coffee
10% hot chocolate
5% decaffeinated tea
5% herbal tea

READING AND WRITING II ♦ SESSION 11**OBJECTIVES:**

At the end of this session, students will be able to do the following:

- use a table of contents to find information
- categorize their materials and equipment

TOPICS:

- table of contents
- categorizing materials

METHODS:

- group discussion
- group work

EVALUATION:

- peer evaluation of work
- self evaluation of worksheet completion
- teacher monitoring group work

At the end of this session, students will be able to interpret tables of contents and use them efficiently. Also, they will have the opportunity to see how the employee handbook is broken down and how they can use it to their best advantage.

MATERIALS:

- worksheets
- workplace materials (e.g. employee handbook)

TABLE OF CONTENTS

A **table of contents** is just what it says it is: a *TABLE* that has a listing of *contents*. It usually appears at the beginning of a publication. The material is broken down into categories and given category headings; these become the listings for the table of contents. So essentially we are classifying, heading, and organizing information. Although we usually expect to see a table of contents in a book, they appear in several places. Look at the contents below and write *where* you would expect to find such contents. Also, consider how the table is organized (alphabetically? chronologically by pg. #?).

1. _____

Arts pg. 3

Business.....pg. 10

Features pg. 5

Stocks pg. 9

Television pg. 15

Weather pg. 2

TABLE OF CONTENTS

2.

Healthcare	pg. 4
Holidays	pg. 6
Pay Schedule	pg. 7
Overtime Policy	pg. 8
Vacation time	pg. 9
Disability	pg. 11

3.

Restaurants (Thai)	pg. 663
Restaurants (Vietnamese)	pg. 663
Restaurants	pg. 664
Sitar lessons	pg. 755
Televisions (rental)	pg. 800
Televisions (repair)	pg. 809
Televisions (retail)	pg. 811

TABLE OF CONTENTS

4.

OBGYN Mercer	pg. 35
OBGYN Passaic	pg. 40
OBGYN Sussex	pg. 45
PEDIATR Asbury	pg. 66
PEDIATR Bergen	pg. 71

5.

Bulk permits	p. 3
Corporate	p. 3
Institutions	p. 4
Personal	p. 4
Tax free rates	p. 4
Bulk rates	p. 1
Piece req.	p. 2
Bag req.	p. 2
Bulk - Special	p. 10

<i>TABLE OF CONTENTS</i>

1. What is this a table of contents for?
2. What general categories do you see in the table?
3. How is the table organized? Alphabetically? Chronologically by pg. #?
4. Where can you find out about chiropractic care as covered by the policy?
5. You want to check to see if your physician is listed as a member of the plan. You live in NJ. What category would you start looking under? On what page?
6. You live in NY and you need to find a local gynecologist. What category would you start looking under in the booklet? On what page?
7. You have two children and you want to find a good doctor for them. What category would you look under? On what page?

TABLE OF CONTENTS

8. Your spouse has had alcohol problems recently since being laid off. Under what category would you look for help? On what page?
9. You have been having eye trouble and you think you might need glasses. Under what category would you look for information? On what page?
10. You are thinking about switching to this HMO program, and you want to compare its costs and claims to your current program. Under what category would you look? On what page?
11. You have found a good pediatrician, but he is listed in Hunterdon County. You are not sure how close Hunterdon County is to Mercer County. Where would you find this information in the book?

<i>TABLE OF CONTENTS</i>

Make a table of contents for your notebook. How would you categorize the materials? How would you organize it within those categories? Be sure to have clear area titles and page numbers.

TABLE OF CONTENTS

READING AND WRITING II ♦ SESSION 12**OBJECTIVES:**

At the end of this session, students will be able to do the following:

- look for information in an index
- use synonyms to find information in an index
- explain the organization of an index
- consider criteria for decision making
- generate criteria and prioritize

TOPICS:

- indices
- synonyms
- making criteria
- prioritizing criteria

METHODS:

- group discussion
- individual vs. group criteria building

EVALUATION:

- self evaluation of worksheet completion
- teacher monitoring group work
- peer evaluation of criteria

At the end of this session, students will be able to determine the criteria for their agendas and for their co workers' agendas. Also, they will be able to prioritize and understand the importance of a team perspective in developing workplace priorities.

MATERIALS:

- worksheets
- insurance indices

THE INDEX

An **index** is like a Table of Contents in that it tells you where to find certain information in a book, brochure, catalogue, or other publication. However, an index is more *specific*. Also, an index appears at the back of a publication (a table of contents appears at the beginning).

Compare the length of a table of contents to the length of an index – the index is much larger because it is more in depth and comprehensive. Instead of a starting page for a section, an index gives a specific page for that specific topic.

Look at this index and consider how it is organized.
What would this be an index for?

Participle (continued)
 past participle, formation of 41-a, b, d, 49-a
 present participle, formation of 49-a
 Part of speech of a word depends on its use in a sentence 67
 Parts of speech 1
 adjectives 52-56
 adverbs 57-63
 conjunctions 70-75
 interjections 76
 nouns 22-24
 prepositions 64-69
 pronouns 25-37
 verbs 38-51
 Passed – past 176
 Passive voice 45-b, c
 Past participle (principal part of a verb) 41-a, b, d, 49-a
 Past perfect tense 39-e
 Past tense 39-b, 41
 Peace – piece 177
 Perfect tenses 39-d, e, f
 Period 220
 after abbreviations and initials 220-b
 after declarative and imperative sentences 10-a, c, 220-a
 with quotation marks 220-c, 225-a, g
 Person (first, second, third) of pronouns 26
 in conjugation of a verb 39
 in subject-verb agreement 47-a
 Personal – personnel 178
 Personal pronoun(s) 26, 27
 Phenomenon – phenomena 23-o
 Phrasal prepositions 66-b
 Phrases(s) 5
 adjective 68-a
 adverb 68-b
 dangling verbal 51
 gerund 5, 50-b
 infinitive 5, 21-c, 48-c, d
 participial 5, 21-d, 49-d, e
 prepositional 5, 65
 restrictive and non-restrictive 224-l
 verb 4-e, 5
 verbal 51

THE INDEX

We use an index to help us find the location for information. Let's say that you just received your **MAC** card from your bank, along with a booklet on your account and card. You want to know how to use the card, so you look in the *index* for help. This is what you see:

Account

- Adjustments, 6
- Balance, 5
- Checking, 13
- Credit, 8
- Deposits, 2
- Savings, 3
- Statement, 8
- Withdrawals, 2

ATM

- Account types, 9
- Cards, 10
- Initializing, 11
- Locations, 12
- PIN, 11
- Use, 12

Branches, 21-24

Checking

- Account, 13
- ATM, 9-12
- Balance, 15
- Checks, 14
- Deposits, 13
- Funds availability, 14
- Reprints, 16

Did you find **MAC** listed? What is a *synonym* for MAC? Try looking under that synonym. What category would you look under? On what page would you find the appropriate information to help you?

INDEXES AND SYNONYMS

Sometimes we know what we are looking for, but we can't find it in the index. In that case, we have to look under a different or larger category, or use a *synonym* – a word that means the same thing.

1. Lisa wanted to take a *French class* at her local community college. She picked up a brochure and turned to the index to look under **French**, but there was no listing. Help her out! What else could she look under?
2. Steve is interested in applying for a job in the post office as a delivery person. He knows that he must take the *civil service exam*, but he doesn't see one listed under **Post Office Worker**. What else could he look under?
3. You are in MACY'S, looking for a crawler for your 1 year old niece. You look on the department index but can't seem to find baby's clothes. What else could you look under?

READING AND WRITING II ♦ SESSION 13

OBJECTIVES:

At the end of this session, students will be able to do the following:

- use a directory
- use a sample catalogue
- write a brief memo

TOPICS:

- directories
- gathering information to fill in a form
- writing a brief memo

METHODS:

- group discussion
- team work
- individual memo work

EVALUATION:

- self evaluation of worksheet completion
- teacher monitoring group work

At the end of this session, students will be able to compare information that has been provided in a directory or index. They will take less time when searching for information and will be able to use that information to make decisions.

MATERIALS:

- worksheets
- insurance directories

INDEX ARRANGEMENTS

Look at these indexes. How are they arranged? How would they be helpful? How would they NOT be helpful?

INDEX I:

Byron, George Gordon (British 1768-1823)
 "We'll No More go A Roving" (poem), 338
 "She Walks in Beauty" (poem), 338

Bronte, Anne (British 1820-1844)
 "The Cliff" (poem), 700
 "Together we Go" (poem), 701

Chopin, Kate (American 1862-1914)
 "The Storm" (story), 44
 "The Story of an Hour" (story), 48

Hemingway, Ernest (American 1898-1943)
 "A Well Lighted Place" (story), 163
 "Another Country" (story), 144

Poe, Edgar Allen (American 1844-1899)
 "The Cask" (story), 227
 "The Raven" (poem), 226
 "The Tell Tale Heart"(story), 232

INDEX ARRANGEMENTS

INDEX 2:

✧American

Chopin, Kate (American 1862-1914)

"The Storm" (story), 44

"The Story of an Hour" (story), 48

Hemingway, Ernest (American 1898-1943)

"A Well Lighted Place" (story), 163

"Another Country" (story), 144

Poe, Edgar Allen (American 1844-1899)

"The Cask" (story), 227

"The Raven" (poem), 226

"The Tell Tale Heart"(story), 232

✧British

Byron, George Gordon (British 1768-1823)

"We'll No More go A Roving" (poem), 338

"She Walks in Beauty" (poem), 338

Bronte, Anne (British 1820-1844)

"The Cliff" (poem), 700

"Together we Go" (poem), 701

INDEX ARRANGEMENTS

INDEX 3:

- "Another Country," Ernest Hemingway, 144
"A Well Lighted Place," Ernest Hemingway, 163
"The Cask," Edgar Allen Poe, 227
"The Cliff," Anne Bronte, 700
"The Raven," Edgar Allen Poe, 226
"She Walks in Beauty, George Gordon Byron, 338
"The Storm," Kate Chopin, 44
"The Story of an Hour," Kate Chopin, 48
"The Tell Tale Heart, Edgar Allen Poe, 232
"Together We Go," Anne Bronte, 701
"We'll No More Go A Roving," George Gordon Byron, 338

INDEXES AND DIRECTORIES

Directories are usually set up like indexes: alphabetically, with certain categories and sub-categories. For example, a phone directory is arranged alphabetically by last names; the **yellow pages** are listed alphabetically by category headings (autos, televisions, etc.), with sub-categories (auto repair, auto sales). The listings within the sub-categories are alphabetical.

AUTO BODY REPAIRS—AUTO DEALERS

● AUTO BODY REPAIRS (Cont'd)

DYNAMARC AUTO BODY, INC. 908-297-0527
3945 Rt. 1 South, Monmouth Jct
See Our Ad Under This Heading

FRED'S AUTO BODY SERVICE 883-2220
Complete Collision Repair & Paint
208 Stokes Av., Trenton

GINO'S AUTO BODY SHOP 201-297-0609
Complete Auto Body Repairs
Frame Straightening-Painting-Glass
Local Call
Hwy. 27, 1 Mile North Of Kingston

KARL MEY'S COLLISION REPAIR CENTER
Call 609-448-1667
See Our Ad Under This Heading

Merced Auto Body Inc
56 Model Ave Hopewell 466-0217

QUAKERBRIDGE BODY SHOP 799-3119
Truck & Auto Body Repairs
Free Estimates-Reasonable Rates-
Insurance Claims
4130 Quakerbridge Rd., Lawrenceville

STEVE FICARRO'S AUTO BODY 883-1887
2103 Industry Ct., Trenton
See Our Ad Under This Heading

● AUTO CLEANING

Princeton-Montgomery Wsh
1011 US Hwy 206 Princeton 921-7653

● AUTO DEALERS - NEW

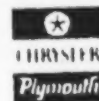
● AUTO DEALERS-NEW (Cont'd)

ACURA OF PRINCETON
Rt. 1, Lawrenceville 609-895-0600
See Our Ad Under This Heading

Baker Pontiac-Buick Inc
1045 US Hwy 206 Princeton 921-2222
BAKER PONTIAC-BUICK
1045 Rt. 206, Princeton 921-2400
See Our Ad Under This Heading

BELLE MEAD GARAGE 908-359-8131

BELLE MEAD GARAGE
SINCE 1927
Authorized Dealer
New & Used Cars Sales & Service
Daily Car Rentals & Leasing



RTE. 206

BELLE MEAD

BUICK AUTHORIZED 908-725-3020
Sales & Service
Fennessey Buick
Us Highway 202-206 North, Bridgewater
See Our Ad Under This Heading

CATHCART PONTIAC 392-5111
1620 North Olden Av., Ewing Twp
See Our Ad Under This Heading

CHEVROLET AUTHORIZED FACTORY DEALER
MALEK CHEVROLET
65 E. Broad St., Hopewell 609-466-0878

CATEGORIES AND SUB-CATEGORIES FOR DIRECTORIES

What sub-categories might appear under the phone book listing of **MEDICAL**?

MEDICAL



What about under the phone book listing category of **HOUSE**?



READING AND WRITING II ♦ SESSION 14

OBJECTIVES:

At the end of this session, students will be able to do the following:

- list criteria
- prioritize criteria
- make a decision based on criteria
- use an insurance directory

TOPICS:

- criteria tables
- prioritizing
- reading an insurance directory

METHODS:

- group discussion
- team work

EVALUATION:

- peer evaluation of writing work
- team evaluation of decision making
- teacher monitoring group work

At the end of this session, students will be able to make intelligent decisions about work related problems and events, and they will be capable of prioritizing their own work load. Also, students will be familiar with an insurance directory format and will hence be able to read and use the insurance information.

MATERIALS

- insurance booklets
- forms

DECISION MAKING CRITERIA

We have to make decisions everyday: some are very important, some are not so important, and some we don't even think twice about. We make our decisions based on the **CRITERIA** that we have determined. **The CRITERIA** is like a list of requirements: if a selection meets most of our criteria, then we will choose it and make our decision.

EXAMPLE: Sarah is on a low fat diet. She is in a restaurant at lunch and has to order salad dressing. As she orders, she has this table in mind:

Bleu Cheese (delicious!)	<i>Fat</i> 11 grams	<i>Calories</i> 65
Italian (okay)	<i>Fat</i> 10 grams	<i>Calories</i> 41
Ranch (good)	<i>Fat</i> 9 grams	<i>Calories</i> 55
French (yuck!)	<i>Fat</i> 4 grams	<i>Calories</i> 28

Essentially, she is *comparing and contrasting* the information in the table (to make a decision about what kind of salad dressing to allow on her table!). What are her criteria? Which do you think is her strongest piece of criteria?

DEVELOPING CRITERIA



You are going to buy a new car! What would your **CRITERIA** be?
List them here in the order of importance:

1.

2.

3.

4.

5.

6.

DEVELOPING CRITERIA

You have three packages (total weight 55 lb. and 2 oz.) that need to get to Stan Furst Inc. *before* Friday. Today is Monday. The company is willing to pay **up to \$55** for the packages to arrive *on time* and *in good condition*. Use the information in the table below and make a decision based on your best judgment!

CARRIER NAME	NUMBER OF DAYS	CONDITION RATE	PRICE
US Postal Service	4	Above average	\$32.17
Quick Delivery Service	3	Average	\$35.88
UPS Next Day	1.5	Excellent	\$55.70
UPS regular	3	Above average	\$40.21
Carrier Overnite	1	Excellent	\$70.13
Carrier Next Day	1.5	Excellent	\$54.22
Carrier Delivery	3	Good	\$22.66
Sam's Hand Carry	6	Average	\$10.32

READING AND WRITING II ♦ SESSION 15

OBJECTIVES:

At the end of this session, students will be able to do the following:

- list criteria
- prioritize criteria
- make a decision based on criteria
- use an insurance directory
- write a memo

TOPICS:

- criteria tables
- prioritizing
- reading an insurance directory
- memo format

METHODS:

- group discussion
- team work

EVALUATION:

- peer evaluation of writing work
- team evaluation of decision making
- teacher monitoring group work

At the end of this session, students will recognize the components of decision making. They will make fewer rash decisions in the workplace and will be able to consider opposing criteria that can easily cloud a decision. Also, they will be able to communicate their decisions in memo form.

MATERIALS

- insurance booklets
- forms

MAKING A DECISION

All of your primary care doctors have moved to a sunnier climate and as a result you must pick a whole new set of physicians from your insurance brochure. Then you must write a brief memo to personnel informing them of your choices.

Using the *directory* of doctors in Mercer County, pick those that suit your needs. First, list your criteria for each type of doctor.

Doctor #1:
Primary

Doctor #2:
Internal

Doctor #3:
Obstr./Gyn.

Doctor #4:
Pediatrics

- 1.
- 2.
- 3.
- 4.
- 5.

Then, see which of the doctors fit your needs best. You don't need to pick four, but pick those that would suit yours and your family's needs. Fill out the change of doctors form. Be sure to include all pertinent information. Then look at the memo page for guidance.

CHANGE OF DOCTORS FORM

Your last name: _____

Your first name: _____ M.I. _____

SS# _____ D.O.B.: _____

Your address: _____

Your phone: _____ work: _____

Insurance number: _____

Coverage for (*list family members*): _____

New Doctor:

Type: _____ ID#: _____

Address: _____

Phone: _____

Handicap access required: _____

Handicap access available: _____

CHANGE OF DOCTORS FORM

New Doctor:

Type: _____ ID#: _____

Address: _____

Phone: _____

Handicap access required: _____

Handicap access available: _____

New Doctor:

Type: _____ ID#: _____

Address: _____

Phone: _____

Handicap access required: _____

Handicap access available: _____

New Doctor:

Type: _____ ID#: _____

Address: _____

Phone: _____

Handicap access required: _____

Handicap access available: _____

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STANDARD MEMO FORMAT

NAME of ORGANIZATION

MEMORANDUM

TO: Name, Title

FROM: Name, Title, *Signature*

DATE:

SUBJECT: clearly titled in FULL CAPS

- ◆ INTRODUCTORY PARAGRAPH
- ◆ BODY PARAGRAPH
- ◆ CONCLUDING PARAGRAPH

MEMO FORMAT

The purpose of a memo is to **inform** someone within the company. It must be brief and not cluttered with unnecessary words or information. The subject heading tells the reader what the expected topic is; the TO/FROM line tells its point of origination and its direction. You do not close a memo with "Sincerely," and a signature, but you sign at the top near your name, or initial near your name. Look at this memo and consider its purpose.

The Klein Group

MEMORANDUM

TO: All Employees
FROM: B. Well, Director Health and Safety Department
DATE: September 2, 1991
SUBJECT: Cafeteria Closing

This is to inform all employees that the lunchroom will be **closed** for the first week in October due to ventilation enhancements.

As you all know, we have been trying to implement a non-smoking policy within our company, but we must leave one room available for those who choose to smoke. One half of the lunchroom will be set off with a divider and will be reserved for smokers; proper ventilation is being installed. The rest of the cafeteria will be for non-smokers.

We apologize for any inconvenience this may cause.

MEMO FORMAT

Lewiston Paper

Memorandum

To: All Employees
From: Paul Lewiston, *Vice President of Printing Division*
Subject: RECYCLING COLORED PAPERS
Date: May 6, 1992

In the past we have been mixing our papers to be recycled, putting various colors together, but due to a change in our recycling company's policy, we will have to change this procedure.

As of June 1, 1992 we will have to separate our recycling into separate batches based on color.

This could be a nuisance, since it requires more space. What we suggest is that several departments group together in one recycling area and share designated color bins.

If we all work together to continue to recycle correctly, we will serve not only our company's interests but those of the planet.

We thank you for your cooperation in this effort!

READING AND WRITING II ♦ SESSION 16

OBJECTIVES:

- in-class final project – choosing college classes from MCCC brochure, writing memo to supervisor

METHODS:

- independent work

EVALUATION:

- successful completion of project
- implementation of reading plan, criteria plan, and
- decision making skills
- memo writing

At the end of this session, students will be able to read an extensive catalogue to get the information they need; will be able to make a decision for class enrollment; will be able to record information; will be able to write a memo to supervisor informing him/her of intentions to take classes.

MATERIALS:

- MCCC brochures and catalogues

CHOOSING CLASSES FROM CATALOGUE



The company pays **100% tuition reimbursement** for classes that you take to advance your career; it pays **50% tuition reimbursement** for classes that you take for individual creativity or development.

Using the **MCCC catalogue**, pick *two* classes that you would be interested in taking. Instead of flipping aimlessly through the whole catalogue, think of what *type* of classes you might be interested in and ask yourself under what *category* of study they would fall. Look in the *table of contents* to find that section; turn to that section, and look for appropriate classes.

Once you have found two classes that interest you, you are to write a **memo** to your supervisor informing him/her of your intended study. Be sure to include information regarding *times* (day class or night class?), *location* (WW or JKC?), and *costs*. Also, how much can you expect to be **reimbursed**?